DOCUMENT RESUME

ED 150 561 CS 003 927

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TITLE A Model for Teacher Education in Secondary Reading.
PUB DATE Dec 77
NOTE 8p.; Paper presented at the Annual Meeting of the National Reading Conference (27th, New Orleans, Louisiana, December 1-3, 1977)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Education Courses; *Inservice Teacher Education; *Learning Modules; *Methods Courses; *Preservice Education; *Reading Instruction; *Secondary School Teachers

ABSTRACT

This paper outlines a model designed to meet the needs of prospective and inservice secondary reading teachers. The model includes four illustrative modules that provide the rationale and components for evaluating students' abilities, evaluating instructional materials and matching them to students' needs, distinguishing teaching tasks and promoting staff development. The modules are intentionally flexible to allow their adaptation in various teacher education programs. (RL)

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ED150561

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A MODEL FOR TEACHER EDUCATION IN SECONDARY READING

by

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I. Introduction

It seems most appropriate to begin by explaining what I will not be doing in this paper. First, I will not provide the extensive data nor the procedures by which the data was dealt with to derive this model. Second, I will not dwell on all the various aspects of the model in order that I can focus on the four illustrative instructional modules.

II. The Model

A. Guidelines

General and specific guidelines for the organization and implementation of the modules for teachers inservice were provided. These dealt with such practical issues as extensive planning, released-time, on-site location, voluntary participation, and long-term commitment.

B. Needs Assessment

Since research confirms that inservice programs are successful to the extent to which they deal with immediate felt needs of teachers, a preliminary needs-assessment is essential. Then goals, long- and short-term, can be specified and worded in the form of learning outcomes or objectives.

C. Workshop Activities

A variety of activities would be employed within the workshop structure. The key here is participation by those attending, involvement in development of skills or practical application of knowledge. The following activities may be used in different combinations: illustrated lecture, demonstration, micro-teaching; simulation and role-playing; brainstorming, buzz sessions, group discussion; guided practice, conferences, observation; visitations, consultations, and self-evaluation.

D. Evaluation

Evaluation would necessarily be two-fold: Of the program and of subsequent teacher change. Thus it would be essential to have formative and summative assessment instruments to evaluate the sessions within the program and the overall program at its completion. The measurement of teacher change would also require several indicators: questionnaires, interviews, observation, tests, journals, and soon applied to teachers and their students. Thus the intention is to gain as much information from as many different sources with different kinds of instruments as is feasible.

III. The Modules

Each module consists of two parts: Content, which provides the rationale and basic substantive information included in the module; and Components, which specifies techniques for teaching by indicating objectives, experiences, materials, measuring instruments, and maintenance procedures.

A. Students

1. Content - The goal of this module is to provide teachers with several techniques by which to evaluate or get to know their students. What ability or achievement does a student have in reading? What are his interests or attitudes toward reading? Such information will enable a teacher to select appropriate material and design suitable assignments for individuals or groups within a class.

1.1 Standardized Reading Tests - Gates-MacGinitie Reading Tests and Iowa Silent Reading Test are discussed.

1.2 Informal Reading Tests - Informal Reading Inventories are taught.

1.3 Interest/Attitude Inventories - Estes Attitude Scales and teacher-made inventories are used.

1.4 Other Sources of Information - data can be gathered from past records, present teachers, student conferences, observation of daily progress, and so on.

2. Components

2.1 Objectives - information gain, skill development, and attitude change are the goals of each module, related to the particular topic.

2.2 Experiences - illustrated lecture, demonstration, simulation role-playing, and guided practice concerned with taking, administering, interpreting, and designing tests.

2.3 Materials - selected standardized tests and interest inventories; texts for iri's.

2.4 Measurement Instruments - written assignment, teacher-made materials, observation of test administration, case study.

2.5 Maintenance procedures - journal or diary, conferences, informal discussions, long-term assignment, visitation.

B. Materials

1. Content

1.1 Readability Formulas - Fry and SMOG are taught.

1.2 Cloze Procedure - used as a measure of comprehension as well as a teaching tool.

1.3 Supplementary Materials - reading texts supplied by the Ministry of Education are examined for utility.

2. Components

2.1 Objectives - same general ones as above.

2.2 Experiences - demonstration, guided practice.

2.3 Materials - handouts on Fry, SMOG, Cloze; selected passages for practice; texts.

2.4 Measurement Instruments - assignments, observation, questionnaire.

2.5 Maintenance Procedures - application of formulas to other materials, and as above.

C. Teaching Strategies

1. Content

1.1 Preteaching Tasks - Taxonomies of Bloom, Krathwohl and Barrett related to goal setting and questioning procedures.

1.2 The Directed Reading Lesson - Seven steps are taught: motivation, introduction of key vocabulary/concepts, guided silent reading, oral discussion, practicing related skills, follow-up or enrichment activities, and evaluation.

2. Components

2.1 Objectives - as above.

2.2 Experiences - demonstration, guided practice, micro-teaching, simulation/role-playing.

2.3 Materials - Taxonomies, texts.

2.4 Measurement Instruments - observation, projects, self-evaluation.

2.5 Maintenance Procedures - self-evaluation; building up of file on motivational ideas, preteaching vocabulary hints,guides for silent reading; and as above.

D. Staff Development

1. Content - general discussion and practice of techniques for passing new knowledge, skills and attitudes on to colleagues.

2. Components

2.1 Objectives - as above.

2.2 Experiences - illustrated lecture, micro-teaching, simulation/role-playing, demonstration.

2.3 Materials - texts from various content areas other than those worked with.

2.4 Measurement Instruments - observation, self-evaluation, long-term results.

2.5 Maintenance Procedures - formation of reading committees, team teaching exchanges, and as above.

IV. Conclusion

This model and modules were designed with the junior-secondary level English teacher in mind. However, they are easily adaptable to other grade levels and subject areas, as well as to other personnel (e.g., preservice teachers, administrators, paraprofessionals). I have had only limited opportunity to field-test the modules within a pre-exisiting course and none to implement the model. Hopefully you will have gained some useful suggestions and be in a position to try them out in your own unique situation.